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ABSTRACT

It is in the superintendent's best interest to have a well thought out formal evaluation plan in place rather than suffer the reality of an informal evaluation--an evaluation that is often based on whim and fancy. In the evolution of the evaluation process, the primary thrust has moved from personal qualities to input measures to, finally, output criteria. The product of this evolution in the Fort Worth area is an annual evaluation that is a verbal/narrative/summative presentation based upon outcomes as they relate to the board's list of eight primary objectives. While personal opinion and compatibility do enter into this evaluation effort, the blips caused by strong personalities have been minimized and the dialogue has remained on a level that focuses on board priorities rather than personal habits and the superintendent's individual idiosyncrasies. Two superintendent evaluation plans are appended. (KM)

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SUPERINTENDENT'S EVALUATION PROCESS
FOR A.A.S.A. FEBRUARY, 86 MEETING

DR. I. C. CANDOLI

BACK IN THE 1960'S WHEN THE COLLEGE CAMPUSES WERE IN TURMOIL, A FACULTY MEETING WAS BEING HELD AT OHIO STATE UNIVERSITY. THIS WAS A FEW DAYS AFTER THE KENT STATE TRAGEDY AND FEELING WAS VERY HIGH ON CAMPUS. AS THE DEBATE RAGED, ISSUES CONCERNING EFFECTIVENESS AND EVALUATION CAME UP. I RECALL ONE PARTICULARLY BITING DIALOGUE BETWEEN A DISTINGUISHED PHILOSOPHER AND THE THEN FOOTBALL COACH, WOODY HAYES. COACH HAYES, THEN AND NOW LOVED THE UNIVERSITY AND THE STUDENTS. HE WAS, HOWEVER A STALWART FOR LAW AND ORDER. AFTER A PARTICULARLY BITING PUT DOWN ABOUT THE LACK OF INTEGRITY AND ASSESSMENT (EVALUATION) OF THE ATHLETIC PROGRAM, HE RESPONDED. "I'M EVALUATED BY OVER 88,000 PEOPLE ON SELECTED SATURDAYS EVERY FALL. HOW OFTEN ARE YOU EVALUATED BY THOSE YOU SERVE?" THAT RESPONSE ENDED THE DISCUSSION.

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J. C. Candoli

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SUPERINTENDENTS TOO, ARE EVALUATED BY THOSE THEY SERVE ON AN ALMOST ONGOING BASIS. THE CEO OF ANY ORGANIZATION IS IN THE MIDDLE OF THE EVALUATION PUZZLE. HE/SHE MUST SURVIVE THE DEMANDS OF THOSE WHO SET ORGANIZATIONAL POLICY AND ALSO SURVIVE THE ACTIONS OF THOSE WHO IMPLEMENT POLICY. I NEED NOT BELABOR THE FACT THAT SOMETIMES THE GAP BETWEEN POLICY AND ACTION IS ALMOST IMPOSSIBLE TO BRIDGE.

AS AASA HAS REPEATEDLY URGED IN MANY PUBLICATIONS, IT IS IN THE SUPERINTENDENT'S BEST INTEREST TO HAVE A WELL THOUGHT OUT FORMAL EVALUATION PLAN IN PLACE RATHER THAN TO SUFFER THE REALITY OF INFORMAL EVALUATION OFTEN BASED ON WHIM AND FANCY. OVER THE YEARS, A NUMBER OF SUPERINTENDENT EVALUATION PLANS HAVE EMERGED ACROSS THE COUNTRY.

ONE OF THE EARLY AASA PUBLICATIONS RECOMMENDED THAT THE SUPERINTENDENT'S CONTRACT INCLUDE A PROVISION FOR EVALUATION AS A MECHANISM FOR PROVIDING FOR "ROLL OVER" OF THE CONTRACT. BECAUSE THE RECOMMENDATION MADE SUCH GOOD SENSE A NUMBER OF US ACROSS THE THE COUNTRY INCORPORATED THE NOTION INTO OUR CONTRACTS. TODAY, SOME 16 OR 17 YEARS LATER, THE LANGUAGE IS VIRTUALLY INTACT AND READS, "IN JANUARY OF EACH YEAR, OR AS SOON THEREAFTER AS PRACTICABLE, THE BOARD WILL HOLD A PERSONNEL SESSION (WITH THE SUPERINTENDENT PRESENT) TO EVALUATE THE SUPERINTENDENT'S

PERFORMANCE. FOLLOWING SUCH EVALUATION, THE BOARD, IN ITS SOLE DISCRETION, MAY EXTEND THE TERM OF THIS CONTRACT FOR ONE ADDITIONAL YEAR. SUCH DECISION WILL BE MADE AT THE FIRST REGULAR MEETING OF THE BOARD IN FEBRUARY OF EACH YEAR, OR AS SOON THEREAFTER AS PRACTICABLE. IF THE BOARD FAILS TO ACT BEFORE APRIL 1 OF ANY YEAR, THE TERM OF THE CONTRACT WILL AUTOMATICALLY BE EXTENDED FOR ONE ADDITIONAL YEAR. THE CURRENT SALARY SHALL BE THE BASIS FOR SALARY ADJUSTMENTS FOR THE SUBSEQUENT YEAR."

OVER THE PAST 20 YEARS, A VARIETY OF INSTRUMENTS AND APPROACHES HAVE EVOLVED. ALL HAVE CERTAIN POSITIVE ASPECTS AND LIKEWISE SOME NEGATIVE THREADS. THE SEARCH FOR THE MOST OBJECTIVE EVALUATION PROCESS CONTINUES. I'LL BRIEFLY SHARE THE EFFORTS I'VE BEEN PARTY TO, AND ALSO SHARE MY OWN BIASES AND PREFERENCES.

AS A PRELUDE, ALLOW SOME INTRODUCTORY STATEMENTS CONCERNING THE APPRAISAL OF MANAGERIAL PERFORMANCE AS PRESENTED BY THE AMERICAN MANAGEMENT ASSOCIATION (AMA). IN A 1981 PUBLICATION ENTITLED, <u>THE APPRAISAL OF MANAGERIAL PERFORMANCE</u>, THE AUTHOR, ARTHUR MEIDAN STATES, "WHEN YOU GET RIGHT DOWN TO IT, ALMOST EVERYONE WITH A STAKE IN AN ORGANIZATION HAS A HAND IN THE PERFORMANCE APPRAISAL OF ITS MANAGERS.....BUT PERFORMANCE

APPRAISAL WITHIN THE ORGANIZATION ITSELF IS GENERALLY ACKNOWLEDGE AS ONE OF THE WEAKEST POINTS IN ORGANIZATIONAL DEVELOPMENT....."[1]

THE PUBLICATION GOES ON TO POINT OUT THAT EVEN THE TERM "MANAGER" IS SOMETIMES AMBIGUOUS SINCE NOT ALL MANAGERS ARE RESPONSIBLE FOR THE WORK OF OTHERS. IT IS MOST APPROPRIATE TO DIFFERENTIATE BETWEEN LEVELS OF MANAGEMENT WITH CEO HAVING THE MOST AUTONOMY AND ENCOMPASSING THE GREATEST RANGE OF RESPONSIBILITY. THEREFORE, THE APPRAISAL OF THE CEO (SUPERINTENDENT) IS MUCH MORE DEMANDING AND CERTAINLY MUCH LESS FINITE IN ITS SCOPE.

MOST EXPERTS ON APPRAISAL FOCUS ON CERTAIN CRITERIA FOR ASSESSING PERFORMANCE. THESE GENERALLY INCLUDE THE FOLLOWING:

1. INPUTS - THE PERFORMANCE OF MANAGERIAL ACTIVITIES
2. OUTPUTS - THE RESULTS ACHIEVED
3. PERSONAL QUALITIES - PERSONALITY TRAITS OF THE MANAGERS BEING ASSESSED.

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[1]MEIDAN, ARTHUR. THE APPRAISAL OF MANAGERIAL PERFORMANCE AMA, NEW YORK 1981. PP7.

AS THE EVALUATION MOVEMENT HAS BECOME MORE FOCUSED, THE PRIMARY THRUST HAS MOVED FROM PERSONAL QUALITIES TO INPUT MEASURES TO OUTPUT CRITERIA. THIS IS BECAUSE OF THE INCREASING SOPHISTICATION OF BOARDS AND CEO'S AND BECAUSE OUTPUT MEASURES ARE BEING DEVELOPED AND REFINED.

PERHAPS THE MOST SUBJECTIVE CRITERIA FOR ASSESSMENT ARE THOSE THAT ARE CONCERNED WITH PERSONAL QUALITIES. AT BEST, EVALUATION BASED ON PERSONAL QUALITIES ALLOW FOR PERSONALITY DIFFERENCES TO PLAY AN IMPORTANT ROLE. AT WORST, THEY PERMIT AND ENCOURAGE A HIGHLY BIASED EVALUATIVE EFFORT. WHILE PERSONAL QUALITIES, I.E., INTEGRITY, COMMITMENT, HONESTY, CREATIVITY, FAIRNESS, ETC. ARE IMPORTANT AND CERTAINLY DESERVE CONSIDERATION IN ANY EVALUATION, THE REALITY IS THAT PERSONAL CHARACTERISTICS ARE MOST DIFFICULT TO TRANSLATE INTO MEASURABLE PERFORMANCE OBJECTIVES. THEREFORE, AN EVALUATION BASED SOLELY UPON PERSONAL CHARACTERISTICS IS REALLY AN ASSESSMENT OF THE CHARM AND ENGAGING PERSONALITY OF THE EVALUATEE AND QUITE SUBJECTIVE IN NATURE. UNFORTUNATELY, SUCH EVALUATION, IN MANY INSTANCES, IS FAR REMOVED FROM ACTUAL JOB PERFORMANCE AND EFFECTIVENESS.

FOR YEARS, IN MY NAIVETE, I UTILIZED AN INSTRUMENT ORIGINALLY DEVELOPED FOR USE AS A PEER EVALUATION INSTRUMENT OF THE CEO AS AN APPROPRIATE TOOL FOR BOARD USE. AFTER ALL, THE

INSTRUMENT (EXHIBIT A) PROVIDES FOR A CHECK LIST OF A NUMBER OF TRAITS DEEMED APPROPRIATE TO LEADERSHIP AND DIVIDES LEADERSHIP INTO ITS MAJOR COMPONENTS SO THAT THE RESULT IS A FAIR (?) AND OBJECTIVE EVALUATION. NOTHING COULD BE FARTHER FROM THE TRUTH.

THE ORIGINAL INSTRUMENT ENCOMPASSED THE FOLLOWING GENERAL AREAS:

A) GENERAL ADMINISTRATION

B) INSTRUCTIONAL LEADERSHIP

C) PROFESSIONAL LEADERSHIP

D) PERSONAL LEADERSHIP

EACH OF THE MAJOR AREAS HAVE A NUMBER OF SPECIFIC CRITERIA FOR EVALUATION ON A VERY INADEQUATE TO SUPERIOR SCALE. EXAMPLES UNDER GENERAL ADMINISTRATION INCLUDE:

#1. IS SKILLFUL IN WORKING WITH BUDGET AND FINANCE PROCEDURES.

#3. IS COMPETENT IN FULFILLING DUTIES OF PLAN MANAGEMEMT.

#9. PROPERLY UTILIZES DEPARTMENT HEADS IN PLANNING AND OPERATIONS.

UNDER INSTRUCTIONAL LEADERSHIP SOME EXAMPLES INCLUDE:

#1. EFFECTIVELY IMPLEMENTS STAFF RECOMMENDATIONS FOR INSTRUCTIONAL IMPROVEMENT.

#4. PROVIDES ATMOSPHERE WHICH ENCOURAGES CREATIVITY.

FOR YEARS, I ASSUMED THAT THIS INSTRUMENT WAS SUFFICIENT TO PROVIDE DATA FOR EFFECTIVE EVALUATION. AFTER ALL, THE BOARD HAD THE BENEFIT OF SEEING A COMPOSITE FORM AS FILLED OUT BY SEVERAL HUNDRED ADMINISTRATORS AS WELL AS THOSE COMPLETED BY THE BOARD MEMBERS. BUT BECAUSE THE FORT WORTH BOARD TAKES THE EVALUATION TASK VERY SERIOUSLY AND BECAUSE THEY INTERFACE WITH THE SUPERINTENDENT ON AN ENTIRELY DIFFERENT LEVEL AND BASIS, THE FEELING GREW THAT THE INSTRUMENT WAS NOT PROVIDING THE DATA NEEDED BY THE BOARD. IN AN EFFORT TO MAINTAIN THE CHECKLIST FORMAT AND TO RESPOND TO THE EMERGING CONCERNS, THE FOLLOWING GENERAL CATEGORIES WERE ADDED:

E. BOARD RELATIONSHIPS

F. COMMUNITY RELATIONSHIPS

G. DEGREE TO WHICH GOALS ARE MET

H. FWISD BOARD CRITERIA FOR SUPERINTENDENT

WHILE THE ADDITION OF THE GENERAL CATEGORIES IMPROVED OR AT LEAST RESOLVED THE MAJOR DISCOMFORT OF THE BOARD, IT STILL DID NOT FOCUS SPECIFICALLY ON THE CONCERNS OF THE BOARD WHICH WERE BECOMING INCREASINGLY CENTERED ON THE NEED TO EVALUATE THE SUPERINTENDENT IN TERMS OF ORGANIZATIONAL OUTCOMES.

AS WE SEARCHED FOR A MECHANISM TO MEET THE BOARDS CONCERNS FOR A MORE EFFECTIVE AND OBJECTIVE METHOD OF PERFORMING THE EVALUATION TASK, WE DECIDED TO EXPERIMENT WITH NARRATIVE SUMMATION AFTER A VERBAL EXCHANGE WHICH ENCOMPASSED A SELF-ASSESSMENT AND A REPORT ON ORGANIZATIONAL PROGRESS.

PARALLELING THE GROWING NEED FOR A CHANGE IN EVALUATION FORMAT, WAS THE EVOLVING NATURE AND EFFECTIVENESS OF THE BOARDS ANNUAL PLANNING RETREAT. AS THE BOARD OF EDUCATION BECAME MORE ADEPT AND SOPHISTICATED THE ANNUAL RETREAT BECAME MUCH MORE TARGETED AND THE NUMBER OF ISSUES WERE DRAMATICALLY REDUCED. FOR BOTH 1984-85 AND 1985-86, THE PRIORITIES AS TARGETED BY THE BOARD REMAIN THE SAME AND THE RESULTANT ACTION PLANS OF THE STAFF REFLECT THOSE PRIORITIES.

THE RETREAT FORMAT HAS EVOLVED INTO MULTI-SESSION AFFAIR INITIATED BY AN INTRODUCTORY SESSION AT WHICH THE SUPERINTENDENT REPORTS ON THE PROGRESS OR STATUS OF THE EXISTING BOARD OBJECTIVES AND PRIORITIES. AFTER THE PRESENTATION, THE BOARD HOLDS A DISCUSSION ON THE OBJECTIVES AND MAKES A DECISION TO EXTEND, REPLACE, MODIFY OR ELIMINATE EACH OBJECTIVE. AS THE RETREAT CONTINUES SPECIFIC REPORTS ARE PRESENTED ON BUDGET, ON PERSONNEL, ON PROGRAM, ETC. WITH ADDITIONAL DIALOGUE. ADDITIONALLY, A SESSION IS DEVOTED TO AN EXECUTIVE MEETING AT

WHICH TOP LEVEL STAFF ARE EVALUATED BY THE SUPERINTENDENT. IT DAWNED ON ALL OF US THAT THE ANNUAL NOVEMBER RETREAT WAS A TIMELY AND APPROPRIATE SETTING FOR GATHERING DATA ON WHICH TO INITIATE THE EVALUATION OF THE SUPERINTENDENT. INDEED, THE REPORT ON THE BOARD OBJECTIVES AND PRIORITIES AS WELL AS THE PERSONNEL SESSION SERVED TO PROVIDE A GREAT DEAL OF DATA ON THE PERFORMANCE OF THE SUPERINTENDENT. AS A FOLLOW UP TO THE RETREAT, THE BOARD PRESIDENT DEVELOPED A MEMO TO THE SUPERINTENDENT IN WHICH PARTICULAR ITEMS OF CONCERN WERE EMPHASIZED. IN LATE DECEMBER A RESPONSE WAS GENERATED INDICATING PROPOSED ACTIONS ON EACH CONCERN. WITH ALL OF THE FOREGOING AS A BACKDROP, THE ANNUAL E V A L U A T I O N O F T H E S U P E R I N T E N D E N T B E C O M E S A VERBAL/NARRATIVE/SUMMATIVE PRESENTATION BASED UPON OUTCOMES AS THEY RELATE TO THE BOARD OBJECTIVES.

TO HELP FOCUS THE EVALUATION A FORM LISTING BOARD OBJECTIVES HAS BEEN DEVELOPED. (EXHIBIT B) EACH BOARD MEMBER ASSESSES PROGRESS AND UTILIZES THE CHECKLIST TO FORMULATE SUMMATIVE CONTRIBUTIOINS FOR THE BOARD PRESIDENT TO USE.

AS AN EXAMPLE, I'LL PRESENT THE 1984-85 (CONTINUED IN 1985-86) PRIORITIES OF THE FORT WORTH BOARD OF EDUCATION. THESE ARE THE BASIS, AS DESCRIBED ABOVE, FOR THE CURRENT YEAR'S EVALUATION. THE OBJECTIVES ARE BASED UPON THE BOARD OF

EDUCATION'S MISSION STATEMENT WHICH IS, "TO DEVELOP AND MAINTAIN A PUBLIC SCHOOL SYSTEM THAT EFFECTIVELY USED ITS RESOURCES TO MEET THE NEEDS OF EACH CHILD" BY:

1. EVALUATING EACH SCHOOL ON THE BASIS OF THE SEVEN CHARACTERISTICS OF EFFECTIVE SCHOOLS WITH EMPHASIS ON:

A) SITE BASED MANAGEMENT AS A PROCESS

B) STRENGTHENING THE QUALITY OF TEACHING

C) IMPROVED STAFF EVALUATION

D) IMPROVED LEVELS OF STUDENT ACHIEVEMENT.

2. RECOGNIZING THAT THE CENTRAL ADMINISTRATIVE STAFF WORKS PRIMARILY IN A SUPPORT ROLE, THE BOARD DEMANDS KNOWLEDGEABLE AND EFFECTIVE ADMINISTRATIVE SUPPORT STAFF WHICH IMPLEMENTS A REFINED AND EQUITABLE PROCESS OF EMPLOYEE UTILIZATION AND EVALUATION.

3. EXPANDING AND IMPROVING COMMUNICATIONS IN ORDER TO CREATE A POSITIVE ATTITUDE IN SCHOOL PERSONNEL REGARDING COMMUNITY INVOLVEMENT AND COMMUNITY VALUES, ESPECIALLY IN LOW SOCIOECONOMIC AREAS.

4. FORMULATING A BUDGET PROCESS THAT FOCUSES ON BOARD/SUPERINTENDENT GOALS - REFLECTED IN A BOARD CALENDAR THAT HAS AN EFFECT ON BOARD MEETINGS. THIS PROCESS ALSO INCLUDES THE ELIMINATION OF MARGINAL PROGRAMS USING A SUNSET APPROACH FOR PROGRAM AND COST EVALUATION.

5. PROVIDING A BALANCED CURRICULUM AND PROGRAM WITH

SPECIAL RECOGNITION OF THE IMPORTANCE OF STUDENT PARTICIPATION IN THE ARTS AND ATHLETICS.

6. DEVELOPING GOOD PROBLEM SOLVING SKILLS ON BEHALF OF PRINCIPALS, TEACHERS AND ADMINISTRATIVE STAFF.

7. DEVELOPING A MASTER PLAN FOR PHYSICAL PLANT IMPROVEMENT WHICH INSURES FUNCTIONAL, WELL MAINTAINED, AND ATTRACTIVE BUILDINGS AND GROUNDS WITH APPROPRIATE DESIGN. IN THE SHORT TERM, TO SUCCESSFULLY PASS A BOND ISSUE.

8. STRENGTHENING AND IMPROVING THE QUALITY OF THE PERSONNEL DEPARTMENT AND PERSONNEL FUNCTIONS BY:

A) PROVIDING IMPROVED PHYSICAL FACILITIES

B) MODERNIZING RECORD KEEPING PROCEDURES

C) IMPROVING POLICIES AND PRIORITIES OF HIRING AND PROMOTION

D) ENHANCING CAREER LADDER OPPORTUNITIES FOR TEACHERS

E) ENHANCING CAREER ADVANCEMENT OPPORTUNITIES FOR NON-CLASSROOM PERSONNEL.

TO SUMMARIZE THE ASSESSMENT OF PROGRESS, OR LACK THEREOF, ON EACH OF THESE PRIORITIES BECOMES AN EFFECTIVE EVALUATION OF THE SUPERINTENDENT. IT MUST BE CLEAR THAT SOME OF THE OBJECTIVES (PRIORITIES) ARE RELATIVELY LONG TERM, I.E. 5 YEARS OR LONGER AND THEREFORE JUDGMENT IS ON ACCEPTABLE PROGRESS TOWARD THE OBJECTIVE.

AS A RESULT OF THE DIALOGUE, WRITTEN COMMUNICATIONS AND OBSERVATIONS; THE BOARD AND SUPERINTENDENT AGREED THAT ACCEPTABLE PROGRESS WAS MADE ON PRIORITY(S) 1, 5, AND 8 WHILE OUTSTANDING PROGRESS WAS REALIZED ON PRIORITY(S) 4 AND 7. PRIORITIES 2, 3 AND 6 WERE JUDGED AS NEEDING GREATER ATTENTION. SPECIFIC PLANS HAVE BEEN DEVELOPED FOR IMPROVING PROGRESS OF THE THREE (3) PRIORITIES THAT WERE JUDGED AS NEEDING IMPROVED PERFORMANCE.

IN ORDER NOT TO MISLEAD ANYONE, LET ME QUICKLY INDICATE THAT PERSONAL OPINION AND COMPATIBILITY DO ENTER IN TO THE EVALUATION EFFORT. HUMAN NATURE BEING WHAT IT IS WILL ALWAYS ENTER IN TO THE PROCESS. HOWEVER, THE PROCESS DESCRIBED ABOVE HAS WORKED WELL FOR THE FORT WORTH INDEPENDENT SCHOOL DISTRICT. IT HAS MINIMIZED THE BLIPS THAT ARE CAUSED BY STRONG PERSONALITIES AND KEPT THE DIALOGUE ON A LEVEL THAT FOCUSES ON BOARD PRIORITIES RATHER THAN PERSONAL HABITS AND THE SUPERINTENDENT'S MANY IDIOSYNCRASIES.

THE BOARD AND SUPERINTENDENT BOTH RECOGNIZE THAT THE BOARD MAY ACT AS IT CHOOSES AND CAN, IF IT DESIRES, CHANGE THE PROCESS TO ACCOMMODATE ANY AND ALL WHIMS. IT IS A MEASURE OF THE QUALITY OF THE FORT WORTH BOARD OF EDUCATION THAT THEY ARE ALL SINCERELY COMMITTED TO THE PROCESS AND MORE IMPORTANTLY, TO THE CHILDREN OF

THE CITY.

THE PROCESS WILL CONTINUE TO EVOLVE AND EACH YEAR WILL IMPROVE. OUR BOARD TRULY BELIEVES THAT EVALUATION IS A TOOL FOR PERSONAL AND PROGRAMMATIC IMPROVEMENT AND THEY ALL WORK VERY HARD TO ACCOMPLISH THAT END.

/GRW

EXHIBIT A

SUPERINTENDENT'S EVALUATION

AREA A. GENERAL ADMINISTRATION	Very inadequate	Needs strengthening	Satisfactory performance	Better than average performance	Superior performance	Insufficient information
Overall Rating - Circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Establishes effective budget, finance, fiscal, and plant management procedures; communicates effectively orally and in writing; maintains open and honest working relationships with staff, utilizing department heads in planning and operations; maintains statutory, legal, and policy responsibilities; utilizes long-range planning; seeks to improve administrative skills.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1. Is skillful in working with budget and finance procedures						
2. Understands and utilizes modern office procedures						
3. Is competent in fulfilling duties of plant management						
4. Is able to communicate effectively--orally and in writing						
5. Seeks to maintain close working relationships with staff						
6. Knows and utilizes correct personnel procedures						
7. Knows and fulfills statutory, legal, and policy responsibilities						
8. Understands and utilizes modern long-range planning techniques						
9. Properly utilizes department heads in planning and operations						
0. Constantly improves his administrative skills						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

B. Instructional Leadership	Very inadequate	Needs strengthening	Satisfactory performance	Better than average performance	Superior performance	Insufficient information
Overall Rating - Circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Seeks and uses staff input and recommendations for instructional improvements; understands teaching and learning processes and curriculum trends including individualized instruction and instructional technology; supports research and creativity and intervenes to reduce opportunities for staff failure; represents the school system in statewide decisions.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1.	Effectively implements staff recommendations for instructional improvement						
2.	Understands teaching and learning processes						
3.	Keeps up with curriculum trends and research findings						
4.	Provides atmosphere which encourages creativity						
5.	Supports and assists continuous program evaluation						
6.	Intervenes to reduce opportunities for staff failure						
7.	Supports and develops programs for staff growth and improvement						
8.	Understands and supports programs for individually prescribed instruction						
9.	Understands and promotes use of modern instructional technology						
10.	Represents the school system in statewide instructional decisions						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

C. Professional Leadership	Very inadequate	Needs strengthening	Satisfactory performance	Better than average performance	Superior performance	Insufficient information
Overall Rating - Circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses, using the following criteria:

Demonstrates consistent philosophy; sets and maintains priorities; utilizes "team" management concept; accepts responsibility and delegates authority; is well prepared professionally, but continues professional growth activities and participates in professional organizations and committees; keeps student and staff needs at forefront in setting instructional goals; is committeed to program evaluation and improvement; assures input from school staff and administration in making educational decisions; recognizes quality staff work.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1. Demonstrates consistent philosophy						
2. Sets and maintains priorities						
3. Utilizes "team" management concept						
4. Recognizes initiative, productivity, and creativity						
5. Accepts responsibility						
6. Delegates authority						
7. Identifies instructional goals in terms of student needs						
8. Sensitive to staff needs in relationship to instructional goals						
9. Is committed to program evaluation and improvement						
10. Identifies and involves local schools' leadership in educational decisions						
11. Participates in professional activities, organizations, committees						
12. Participates in professional growth activities						
13. Has adequate professional preparation						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

D. Personal Leadership	Very Inadequate	Needs Strengthening	Satisfactory Performance	Better than Average Performance	Superior Performance	Insufficient Information
Overall rating - circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Considerate; open-minded; demonstrates integrity; makes self available to staff; effective in delegating authority, in decision-making, and in assigning responsibility; committed to improving the school system; skilled in human relations, strong physical and mental-emotional health.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings:

1.	Consideration for others						
2.	Open-mindedness						
3.	Demonstrates integrity						
4.	Available to staff						
5.	Effective in delegating authority						
6.	Effective in decision-making						
7.	Effective in assigning responsibility						
8.	Committed to improving the school system						
9.	Skilled in human relations						
10.	Strong physical health						
11.	Strong mental-emotional health						

Optional comments and/or suggestions:

Points to be covered in the discussion:

E. Board Relationships	Very Inadequate	Needs Strengthening	Satisfactory Performance	Better than Average Performance	Superior Performance	Insufficient Information
Overall Rating - Circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Supports the board's policy-making functions and administers within those policies; provides full information to board; encourages and invites board participation in school functions and educational meetings; keeps board informed of possible problems; keeps board apprised of financial status.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1.	Distinguishes between policy-making and administration, and protects board's policy-making function						
2.	When requested, provides full information in answer to board questions.						
3.	Insists on complete financial audits and controls to fulfill the board's responsibilities						
4.	Invites board participation in school activities and attempts to provide general information through reports, etc.						
5.	Keeps the board informed with regarding to pending problems						
6.	Assists the board in keeping up with current literature and educational meetings						
7.	Supports board attendance at significant meetings, workshops, and conferences						
8.	Administers the district within the policies developed by the board						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

F. Community Relationships	Very Inadequate	Needs Strengthening	Satisfactory Performance	Better than Average Performance	Superior Performance	Insufficient Information
Overall Rating - Circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Gains respect and support on the community on conduct of the school operation; solicits and gives attention to problems and opinions of all groups and individuals; develops friendly and cooperative relationships with news media; participates actively in community life affairs; achieves status as a community leader in public education; and works effectively with public and private agencies.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Overall Rating

1.	Gains respect and support of the community on conduct of the school operation						
2.	Solicits and gives attention to problems and opinions of all groups and individuals						
3.	Develops friendly and cooperative relationships with news media						
4.	Participates actively in community life affairs						
5.	Achieves status as a community leader in public education						
6.	Works effectively with public and private agencies						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

C. Degree to Which Goals are Met	Very Inadequate	Needs Strengthening	Satisfactory Performance	Better than Average Performance	Superior Performance	Insufficient Information
Overall Rating - circle one	1	2	3	4	5	6

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Provides opportunity for board to set goals and encourages board to set long- and short-range goals; understands board goals; keeps board informed as to progress toward goals; shares board goals with staff and community; shows that goals indeed are being met.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1.	Provides opportunity for board to set goals via meetings and workshops						
2.	Encourages board to set long- and short-range goals						
3.	Keeps board informed as to progress or lack of progress toward goals						
4.	Shares board goals with staff and community						
5.	Can document progress toward board goals						

Optional comments and/or suggestions:

Points to be covered in the discussion:

SUPERINTENDENT'S EVALUATION

H. Fort Worth Independent School District Board Selection Criteria for Superintendent (1980)	Very Inadequate	Needs Strengthening	Satisfactory Performance	Better than Average Performance	Superior Performance	Insufficient Information
Overall Rating - Circle one	1	2	3	4	5	e

Evaluate the superintendent in terms of strengths and weaknesses using the following criteria:

Improve student achievement; improve business practices; improve image of schools; be active in community; be visible in schools; help principals be instructional leaders; help board anticipate issues; help board influence legislation.

If you wish to be more specific, use the ratings below in addition to the overall rating.

Optional Ratings

1.	Improve student achievement						
2.	Improve business practices						
3.	Improve image of schools						
4.	Be active in community						
5.	Be visible in schools						
6.	Help principals be instructional leaders						
7.	Help board anticipate issues						
8.	Help board influence legislation						

Optional comments and/or suggestions:

Points to be covered in the discussion:

EXHIBIT B

SUPERINTENDENT EVALUATION

PART 1: Progress on Long-Term Board Goals

The following goals were adopted by the Board during 1985 for completion by August 31, 1990. The Superintendent has provided materials outlining his assessment of progress on these goals to date.

Directions: Please circle the response that best reflects your assessment of <u>progress</u> toward these goals.

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
1. Evaluate each school on the basis of seven characteristics of effective schools with emphasis on: a) site-based management as a process. b) strengthening the quality of teaching. c) improved staff evaluation. d) improved levels of student achievement.	5	4	3	2	1
COMMENTS:					
2. Recognizing that the central administrative staff works primarily in a support role, the Board demands a knowledgeable and effective administrative support staff which implements a refined and equitable process of employee utilization and evaluation.	5	4	3	2	1
COMMENTS:					
3. Expanding and improving communications in order to create a positive attitude in school personnel regarding community involvement and community values, especially in low socio-economic areas. This includes specific efforts and plans to improve/enhance morale of district personnel at all levels with a focus on education as a combined community, parent, and school staff responsibility.	5	4	3	2	1
COMMENTS:					

S U P E R I N T E N D E N T E V A L U A T I O N

PART I: Progress on Long-Term Board Goals(cont'd.)

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
4. Formulating a budget process that focuses on Board/Superintendent goals--reflected in a Board calendar that has an effect on Board meetings. This process also includes the elimination of marginal programs using a <u>sunset</u> approach for program and cost evaluation.	5	4	3	2	1
COMMENTS:					
5. Providing a balanced curriculum and program with special recognition of the importance of student participation in the arts and athletics.	5	4	3	2	1
COMMENTS:					
6. Developing good problem solving skills on behalf of principals, teachers, and students.	5	4	3	2	1
COMMENTS:					
7. Developing a master plan for physical plant improvement which insures functional, well maintained, and attractive buildings and grounds with appropriate design. In the short term, to successfully pass a bond election.	5	4	3	2	1
COMMENTS:					
8. Strengthening and improving the quality of the personnel department and personnel functions by a) providing improved physical facilities. b) modernizing record keeping procedures. c) improving policies and practices of hiring and promotion. d) enhancing Career Ladder opportunities for teachers. e) enhancing career advancement opportunities for non-classroom teachers.	5	4	3	2	1
COMMENTS:					

SUPERINTENDENT EVALUATION

Directions: Please circle the response that best reflects your assessment with regard to each of the following items.

		EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
1.	Handles routine functions of administration capably.	5	4	3	2	1
2.	Uses personal and material community resources to benefit schools.	5	4	3	2	1
3.	Actively participates in community activities.	5	4	3	2	1
4.	Involves parents and other citizens in the school program.	5	4	3	2	1
5.	Recruits and organizes staff for maximum effectiveness.	5	4	3	2	1
6.	Keeps the Board of Education informed through oral and written reports.	5	4	3	2	1
7.	Shows responsiveness to Board concerns.	5	4	3	2	1
8.	Exhibits competence in the areas of budget and finance.	5	4	3	2	1
9.	Works effectively with local and state leaders.	5	4	3	2	1
10.	Provides for the improvement of classroom instruction.	5	4	3	2	1
11.	Provides for the improvement of school curriculum.	5	4	3	2	1
12.	Encourages maximum performance of school personnel.	5	4	3	2	1
13.	Provides for increased student performance.	5	4	3	2	1
14.	Plans for short- and long-term goals.	5	4	3	2	1
15.	Provides for the improvement of school facilities.	5	4	3	2	1

COMMENTS: Please comment by number on any item you wish.

OVERALL COMMENTS: